

DOCUMENT RESUME

ED 360 306

SP 034 709

AUTHOR Hambleton, Alixe; And Others
TITLE Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.
INSTITUTION Regina Univ. (Saskatchewan). Faculty of Education.
REPORT NO ISBN-0-7731-0233-7
PUB DATE 92
NOTE 42p.; For other documents in this series, see SP 034 708-713.
AVAILABLE FROM Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Cooperative Planning; *Educational Practices; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Learning Activities; Librarians; *Program Implementation; *Resource Materials; School Libraries; Skill Development; Teacher Role; Teaching Guides
IDENTIFIERS *Resource Based Learning; Saskatchewan

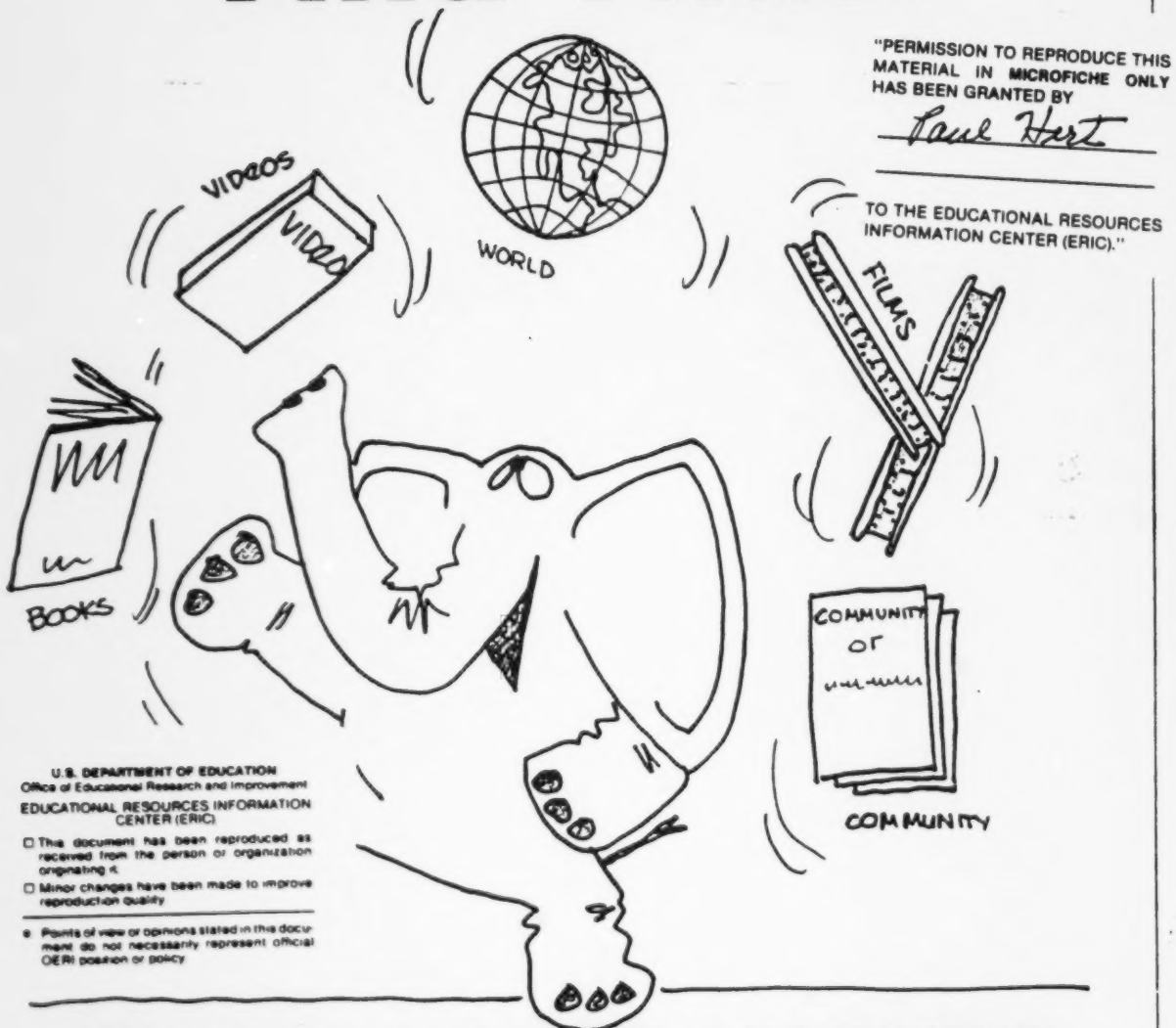
ABSTRACT

The purpose of these documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet focuses on resource-based learning, defined as a planned educational program that actively involves students in the effective use of a wide range of print, nonprint, and human resources. The publication is organized into 13 chapters as follows: (1) What is Research-Based Learning? (2) Resource-Based Learning: A Foundation for Educational Practice; (3) A Teacher Taxonomy of Resource-Based Education: Moving through Four Dimensions; (4) Using the Taxonomy; (5) Resource-Based Learning in Your School; (6) The Resource-Based Learning Classroom; (7) Resource-Based Learning in Action; (8) The Role of the Teacher-Librarian; (9) Creating Connections for Resource-Based Learning; (10) Skills Development; (11) Taking Another Step: A School-Based Continuum of Information-Processing Skills; (12) Evaluating Resource-Based Units; and (13) Resources. Appendices provide sample planning guides and a suggested list of information-processing skills. A pamphlet entitled "Teachers + Teacher-Librarians = Co-Designers on Instruction" is not included. (LL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED360306

Where Did You Find That?



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Paul Hart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

RESOURCE-BASED LEARNING



Instructional Strategies Series No. 8



BEST COPY AVAILABLE

SP034 769

Prepared for

The Saskatchewan Instructional Development and Research Unit

and

The Saskatchewan Professional Development Unit

by

Alix Hambleton
Pat Meadley
Elizabeth Roberts
of the Saskatchewan
School Library Association



Saskatchewan School Library Association

Production Assistance from Carol Hart, Paul Hart and Loraine Thompson

Artist — Debb Black

©Copyright 1992

The Saskatchewan Instructional Development and Research Unit and
The Saskatchewan Professional Development Unit

ISBN-0-7731-0200-0 (Series)

ISBN-0-7731-0233-7 (No. 8)

BEST COPY AVAILABLE

Acknowledgements

Written by:

Alixé Hambleton
Pat Meadley
Elizabeth Roberts
for the Saskatchewan
School Library Association

Artist:

Debb Black

Review Committee:

Carol Casswell
Carol Hart
Paul Hart
Gillian Sernich
Shirleen Vollet

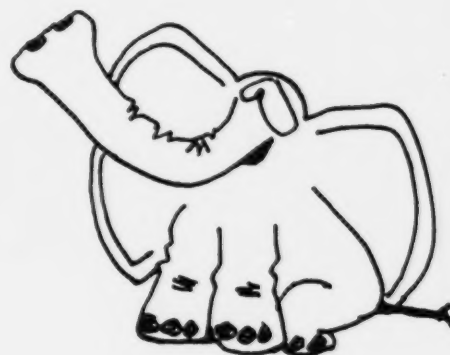
Thanks also to SIDRU staff:

Lee Gebhardt
Juanita Ingham
Rosella Mitchell



Table of Contents

Introduction	1
What is Resource-Based Learning?	2
Just For Fun: A Cautionary Tale	7
Resource-Based Learning: A Foundation for Educational Practice	8
A Teacher Taxonomy of Resource-Based Education: Moving Through Four Dimensions	9
Using the Taxonomy	14
Resource-Based Learning in Your School	15
The Resource-Based Learning Classroom	16
Resource-Based Learning in Action	18
The Role of the Teacher-Librarian	20
Creating Connections for Resource-Based Learning ..	22
Skills Development	25
Taking Another Step: A School-Based Continuum of Information-Processing Skills	27
Evaluating Resource-Based Units	28
Resources	30
Appendix A — Sample Planning Guides	32
Appendix B — Information-Processing Skills: A Suggested List	34
Teachers + Teacher-Librarians = Co-Designers of Instruction	Pocket Pamphlet



Introduction

What is resource-based learning?

How do I progress toward resource-based learning?

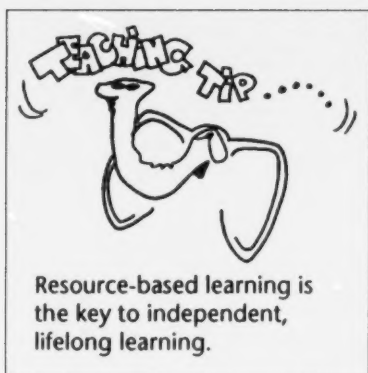
What is cooperative planning?

How do skills fit into resource-based learning?

How do I evaluate resource-based learning in my classroom?

This booklet will help you answer some of these questions. It is intended to help classroom teachers, supervisors and administrators understand and use resource-based learning. The main body of the booklet provides background information about resource-based learning. The **Teaching Tip** boxes provide ideas, hints and reminders. The **Your Turn** boxes may help to get you started on a resource-based unit.

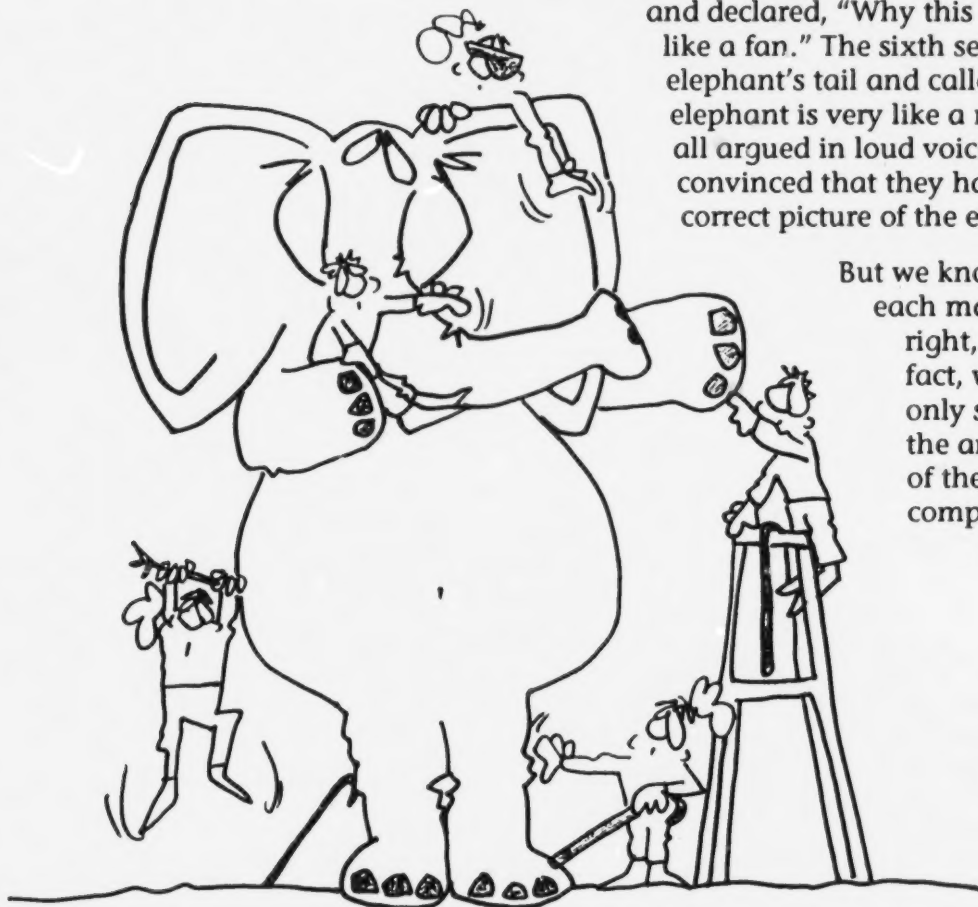




What is Resource-Based Learning?

An old legend tells the story of six blind men who came upon an elephant. The first man felt the broad, sturdy side of the elephant and exclaimed, "This elephant is very like a wall." The second man felt the elephant's trunk and cried, "This elephant is very like a snake." The third man reached out and grasped the elephant's tusk and said, "Why, this elephant is very like a spear." The fourth touched the elephant's knee and remarked, "This elephant is very like a tree." The fifth man happened to touch the elephant's ear, and declared, "Why this elephant is very like a fan." The sixth seized the elephant's tail and called out, "Why, this elephant is very like a rope." And they all argued in loud voices, each convinced that they had, indeed, the correct picture of the elephant.

But we know that, although each man was partly right, they were all, in fact, wrong. They had only seen one part of the animal, and none of them had seen the complete elephant.

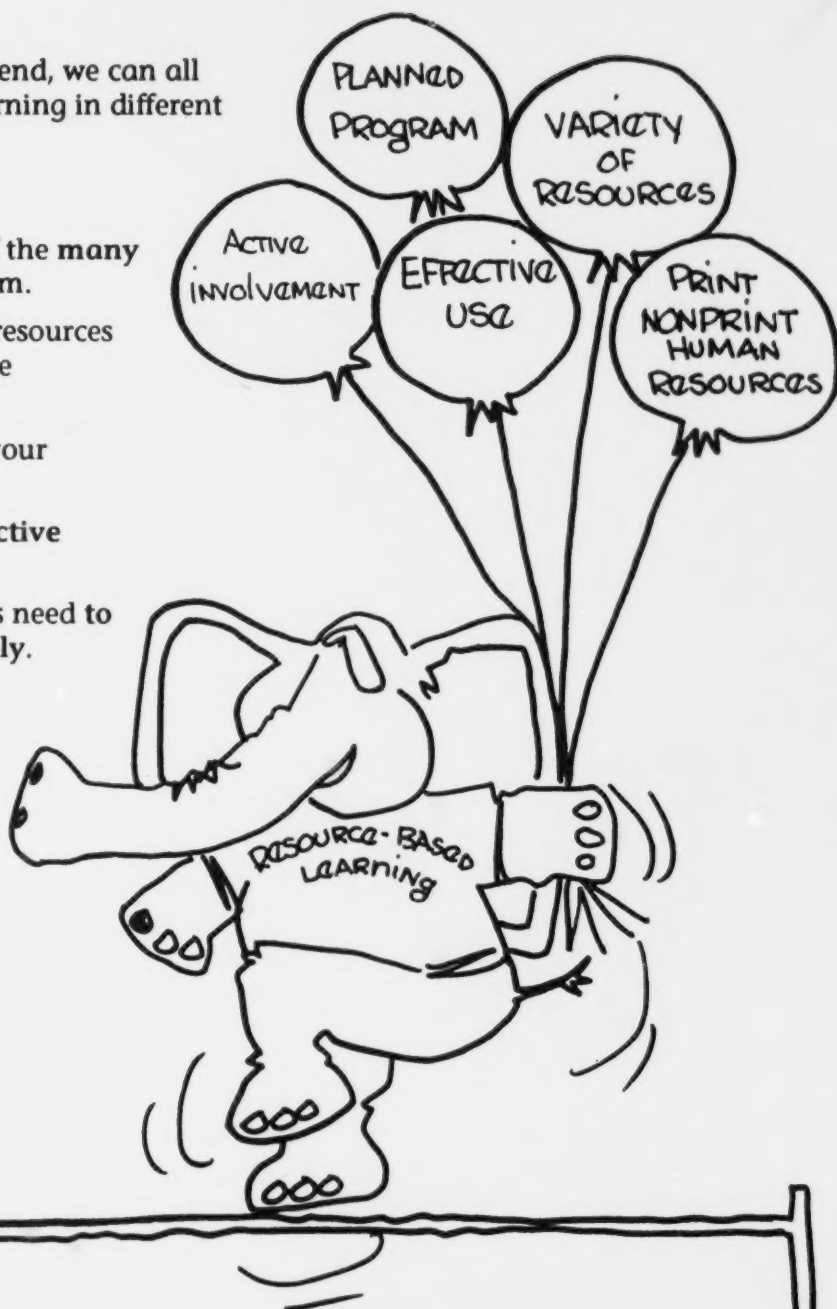


Like the blind men in the legend, we can all approach resource-based learning in different ways.

If you:

- Use the textbook as one of the **many resources** in your classroom.
- **Fill your classroom** with resources from libraries and from the community.
- **Integrate resources** into your teaching strategies.
- Engage your students in **active questioning**.
- Develop the **skills** students need to use **information effectively**.

Then you have felt at least part of the resource-based learning elephant.



¹Taken from *Partners in action: The library resource centre in the school curriculum*. (1982). Toronto, ON: Ontario Ministry of Education.

The whole resource-based elephant? It is:

A planned educational program that actively involves students in the effective use of a wide range of appropriate print, nonprint and human resources.¹

Understanding what this means for classroom practice involves looking at each separate piece of the definition.

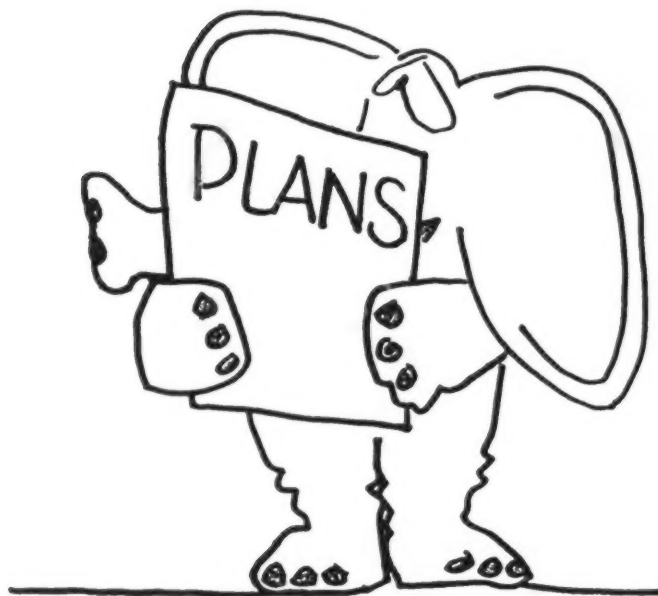
Resource-Based Learning Is . . .

. . . a planned educational program . . .

Consciously and deliberately plan for the integration of resources into the curriculum and consider questions such as:

- What do I want students to learn in this unit?
- What instructional strategies will I be using?
- What are the appropriate resources to support these strategies?
- What resources will best meet the learning needs and learning styles of the students?
- How can I effectively assess the way that students have used resources?
- Who can help me with my planning?

A PLANNED
EDUCATIONAL
PROGRAM



... that actively involves students ...

Active student involvement requires programs that:

- Lead students toward independent learning.
- Stimulate interest and create enthusiasm about using resources in the learning process.
- Encourage students to take responsibility for their own learning.
- Lead students to understand how resources help them learn.



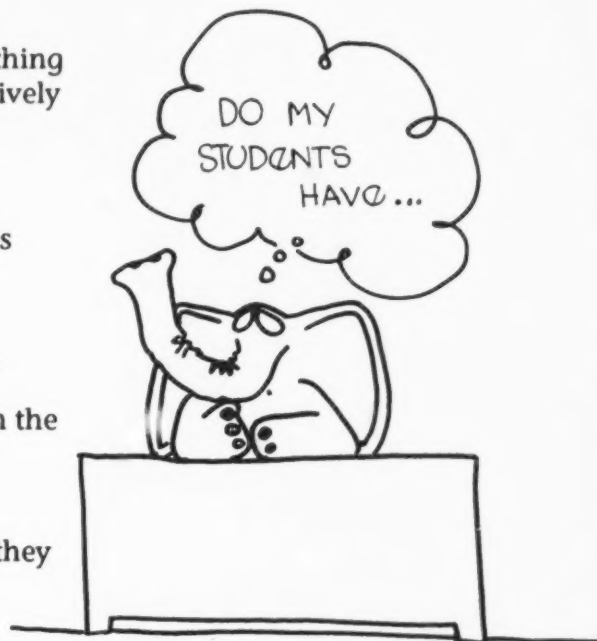
ACTIVELY INVOLVES STUDENTS

... in the effective use of ...

The effective use of resources will include the teaching of those skills that students need to interact effectively with information.

In your classroom consider questions such as:

- Can my students make wise planning decisions about what they need to know?
- Can my students ask the right questions?
- Can my students find the resources they need?
- Can my students locate the information within the resources?
- Can my students evaluate this information?
- Can my students use these skills effectively as they learn?



EFFECTIVE USE

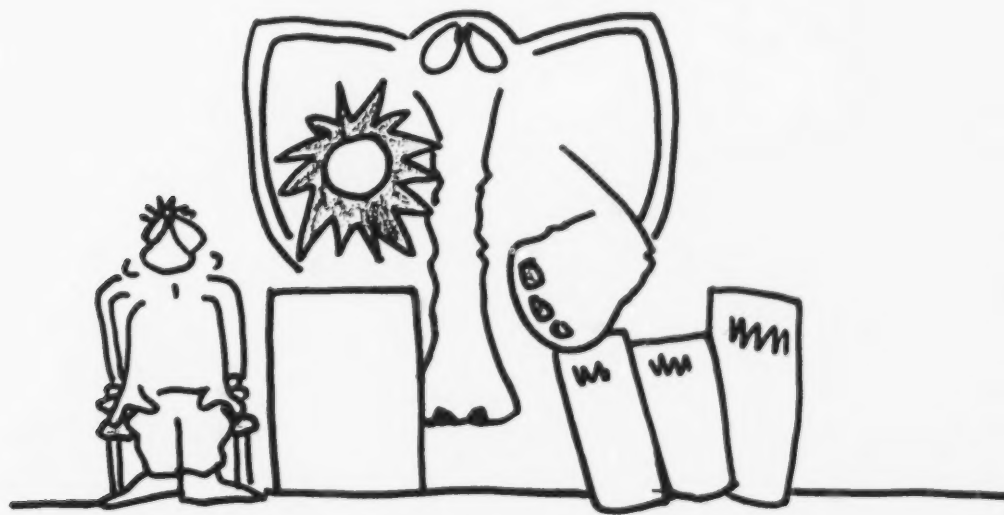


A classroom filled with a variety of resources will create enthusiasm for learning. Does your classroom include a telephone directory, videotapes, magazines, newspapers, models, filmstrips, listening centres, charts, maps, computer software, pamphlets? Are students tripping over resources in your classroom? Do you make sure that your classroom collection of resources is constantly changing? Do you talk about resources? Do your assignments send students to these resources?

... wide range of print, nonprint and human resources.

Students will use resources effectively when they have ready access to a variety of media and to information that is presented in a variety of ways. This involves thinking about the answers to such questions as:

- Do I choose resources that are appropriate for each of the units of the curriculum?
- Do I choose resources that represent a wide range of opinion on a subject?
- Do I match the types of resources used to the various learning styles of students?
- Do I use human resources in my classroom?
- Do I take my students out of the classroom to other areas in the school, and to the community to extend their learning?
- Do I use both my local community and the world as a resource? This can be as simple as basing assignments on local or world events, having students write letters to obtain information, and asking students to interview people in the community by telephone, letter, or in person.



PRINT, NONPRINT, HUMAN RESOURCES

Just For Fun: A Cautionary Tale

Sarah Ellis, a Canadian writer of novels for children and young people, gives us a child's view of what "doing a project" is all about.

... Mr. Blackburn announced a new project. Mr. Blackburn was very big on projects. Jessica sometimes wished he would just tell them stuff, but they were supposed to learn by doing. Mr. Blackburn learned that in teacher school along with how to use the overhead projector. He was great at the overhead projector.

"I'd like you to form dyads." That was what Mr. Blackburn said for finding a partner. Jessica gave a quick glance at Margaret. The glance was returned. That was okay, then.

... "I want you to choose an animal and research it using a variety of media." Jessica sighed. Oh, no. That meant Mr. Blackburn wanted you to go to the school library and look at filmstrips.

"You can present your information in any way you like — essay, model, oral report, set of diagrams or drawing or whatever. Today we'll get together for a first discussion. The dyads can now move together."

... "So what do you want to do?" asked Margaret.

"I don't know. I sort of like horses."

"Everybody's going to do horses. We need something different."

"How about slugs?"

Margaret's eyes lit up. "Hey, great! We could do original research in your garden. We could trace their slime paths and do maps. We could ..."

"Margaret, forget it. I was only kidding. I hate slugs. I don't want to know more about them than I do now."

"Oh, all right." Margaret chewed on her eraser. "I've got it. Let's do the duck-billed platypus."

"Okay. But why?"

"Because if we do an essay, every time we write 'duck-billed platypus' we'll use up three words. We won't have to write as much." So the duck-billed platypus it was.

... On the way home Jessica and Margaret discussed the project. "Cinchy," said Margaret. "Copy a bunch of stuff out of the encyclopedia, then cut out some pictures of Australia from your National Geographics. Three hours work, max."

Taken from: Ellis, S. (1986). *The baby project*. Toronto, ON: Douglas and McIntyre. (Used with permission)

Think about it!

Did you smile when you read *A Cautionary Tale*? Why or why not? What advice could you give Mr. Blackburn?

Resource-Based Learning: A Foundation for Educational Practice

Resource-based learning is more than an instructional strategy. It is a **philosophical foundation** for educational practice that meets the needs of today's students.

Education is changing as our world is changing. Living in an information-rich society means that learning how to learn replaces the learning of facts. Teachers today are professionals who are diagnosticians, prescribers, motivators, managers, and facilitators of learning. Students must become autonomous learners capable of accessing, evaluating and synthesizing information from a variety of resources. To enable both students and teachers to meet these demands, new curricula are being introduced that are integrative, include the Common Essential Learnings, and rely on the availability of a wide variety of resources.



A Teacher Taxonomy of Resource-Based Education: Moving Through Four Dimensions

Putting a resource-based philosophy into practice is a gradual process that involves changes in teaching strategies and in the ways students interact with resources. Teachers and students involved in resource-based teaching and learning may be operating on any of the dimensions of the taxonomy outlined below. In certain units a teacher may not

be using extensive resources, while other units will require a variety of resources and will incorporate one or more information-handling skills. Some units will be most effective if the teacher and the teacher-librarian cooperate. In others teacher-teacher cooperation may be appropriate.



Ideally, teachers should operate with confidence in all the dimensions of the taxonomy. The taxonomy moves the teacher from resource-based teaching to

resource-based learning. A carefully planned mix of all the dimensions will result in effective resource-based education.

A Teacher Taxonomy

Resource-Based Teaching

- Teaching with selected classroom resources

Limited classroom collections and recommended texts are the basis for instruction. Activities are teacher-directed, assignments do not require extensive use of resources. Skills required to process information are not integrated with the content. Evaluation of student work is summative and does not include evaluation of process.

Students may have difficulty finding resources which meet their needs, interests and abilities. Assignments may require information-processing skills which have not been taught or reinforced. Students have little involvement in decision-making.

In practice in the classroom

Grade three students are studying multiplication concepts in Mathematics. In pairs, they are working with two textbooks. Each pair also has been given an egg carton, a box of counters and a set of flashcards.



- **Teaching with an expanded collection of resources**

A conscious effort is made to provide resources from outside the classroom or school that match the needs and interests of students and are specifically chosen to enrich the unit. There is a recognition of the role played by the teacher-librarian and/or other teachers in developing a unit of study and a recognition of the benefits of collaborative planning. Evaluation of student work still focuses on an end product. Resources may not be adapted to meet the special learning needs of all students.

Students may be able to locate facts, but lack the skills necessary to analyze or synthesize from these facts,

since skill development is often not monitored in a structured way. Students have little opportunity to become responsible for their own learning or to direct their own learning. Involvement in school library programs may expand and extend their learning.



Ir. practice in the classroom

A class of Grade eight students is studying cultures in their Social Studies class. Their teacher has asked them to produce a profile of an imaginary civilization. They are using artifacts the teacher-librarian has borrowed from the Archaeological Society and a set of study prints that have been especially mounted for this class. Students are required to infer information about their society based on the six cultural patterns they have studied. The teacher-librarian has prepared a concept map for students to use as a guide. Students will work in groups of four at separate centres set up throughout the library. Students will be evaluated not only on their completed profiles but on observation of their group processes.

Resource-Based Learning

- Cooperative planning and teaching of content, skills and processes

Teachers encourage students to select from a wide variety of print, nonprint and human resources that reflect their interests and abilities. The teacher and the teacher-librarian work together to select resources, design instruction and plan a resource-based unit. Information-processing skills are taught, practiced, monitored and evaluated in the context of a unit. Assignments take into account student diversity and require the use of a wide variety of resources. Evaluation is both formative and summative and includes the assessment of content, skills and processes. Teaching strategies are student-centred.

Students begin to take increased responsibility for their own learning, and are able to select resources that are appropriate to their learning styles. Students have the necessary information-processing and literacy skills to attack assignments with confidence. Students' self-evaluation skills improve with experience.

In practice in the classroom

Mrs. Aphram's Grade two class is participating in a Science unit to determine the habitats, living habits and adaptations of a variety of animals that allow them to survive and reproduce their species. Mrs. Aphram and Mr. Wiebe, the teacher-librarian, have chosen the resources, taking into account the interests and ability levels of the students, and have cooperatively planned the unit. They intend to teach the students an elementary research process with a focus on making jot notes and reorganizing their notes at a later date into paragraphs. Together, they will evaluate both the content produced and the processes used by the students.

- The student as an autonomous learner

Through continued interaction with resources, students are encouraged to make wise choices about their own learning. Student-centred instruction is the norm. Teachers work toward a formal, sequential, developmental continuum of skills that integrates the information-processing skills with all content areas.

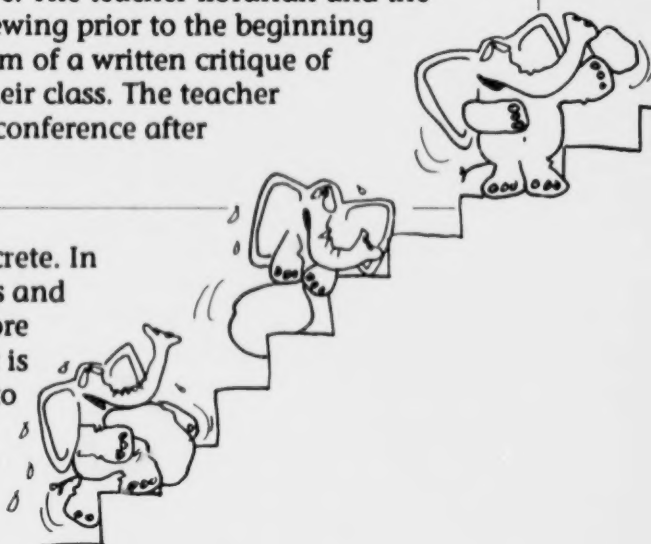
Units are redefined and enriched as teacher and teacher-librarian plan and teach them together. Together, teacher, teacher-librarian and student become co-learners. Assignments build on the confidence students have in their ability to handle resources effectively and are individualized and creative.

Students are involved in dynamic, motivating learning activities. Students make decisions about their own learning with confidence and assurance and recognize the value of achieving independence and autonomy in their learning. Students have increased opportunities to develop, refine and practice the skills necessary to assess, evaluate, analyze, synthesize and communicate information. Students become more creative and innovative in their projects and assignments.

In practice in the classroom

In a Grade nine Health class, Sarah and Madhuri are presenting to their teacher and the teacher-librarian an outline of an independent unit of study they plan to carry out. They have decided to survey their community to determine the number and kinds of services available for the elderly in their area. The girls will use city maps, Statistics Canada data, public health records and vertical file materials to prepare a profile of their community. Their study will also include personal interviews and questionnaires. Their results will be presented to the town council and the Senior Citizens' Centre. The teacher-librarian and the teacher will team teach a lesson on interviewing prior to the beginning of the unit. Self-evaluation will take the form of a written critique of the project which the girls will present to their class. The teacher will be asked to evaluate their success at a conference after examining their completed dossier.

The dimensions of this taxonomy are not discrete. In a resource-based learning classroom, teachers and students may legitimately be operating at more than one dimension during a unit of study. It is the responsibility of the professional teacher to decide the dimension which is appropriate for the class, the curriculum, and the content being taught.



Using the Taxonomy

Scenario One

Miss Churnik has a class of 25 Grade four students who are studying weather. Each student has a copy of *Journeys in Science*. Students are reading the chapter aloud in a reading circle. The teacher has prepared a set of mimeographed worksheets for each student to complete. The students will use their dictionaries to find definitions of the weather terminology. Daily weather reports are charted on a wall calendar and photographs of various cloud formations are posted for students to identify. One of the experiments Miss Churnik has planned for the class to observe is the making of rain using the tea kettle and other equipment from the staffroom.

The class will also work in small groups to research various weather disasters. Each group will prepare a report on a disaster—a volcano, a hurricane, a tornado, an earthquake — using a group of books placed on a table at the back of the room.

Worksheets and reports will be placed in a weather booklet and evaluated as a completed project.

Scenario Two

Mr. Friesen's Grade seven Social Studies class is studying the Pacific Rim countries. Groups of students have been asked to prepare a travel brochure for a specific Pacific Rim country. An outline, developed by the students and the teacher has been provided for each group.

In their planning, the teacher and the teacher-librarian have decided that they must first take the

students to the library to examine atlases and to reinforce their locational map-reading skills so that they can locate their countries. They will also learn to use topographical and other maps to obtain information.

In a subsequent lesson, the students will be introduced to almanacs and gazetteers which will provide them with information on climate, vegetation, gross national product, national flag and the political system of each country.

Materials have been collected from the school and community libraries, travel agencies, Media House Productions, a local museum, and the parents of one of the students who have travelled extensively. Two copies of the recommended text are available in the classroom. The resources have been selected in cooperation with the teacher-librarian and cover reading levels from Grades two to nine and include a variety of topics and will appeal to a variety of interests. During the course of this unit, one of the parents from the community will be teaching the class folk dances from some of the Pacific Rim countries.

Students are free to choose the country they wish to study and the methods they will use to present their travel brochure. As a culminating activity students and parents will share in an international dinner.

Both the teacher and the teacher-librarian will be involved in formative and summative evaluation.

Think About It!

Imagine you are a colleague of Miss Churnik. Where is she on the taxonomy? Jot down your suggestions for how she might incorporate resource-based learning in her classroom.

Where does Mr. Friesen fit on the taxonomy? How would you explain your answer to this question to an intern or to the director of education?

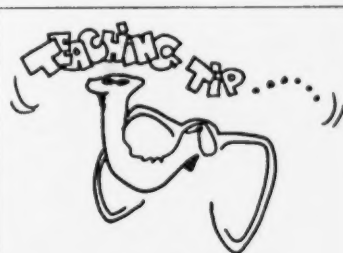
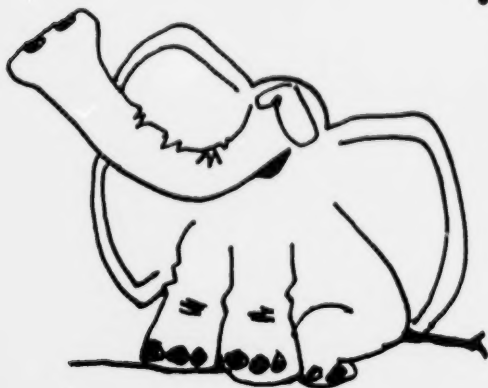


Resource-Based Learning in Your School

Your school may want to establish goals concerning resource-based learning. Resource-based learning is nurtured in schools where:

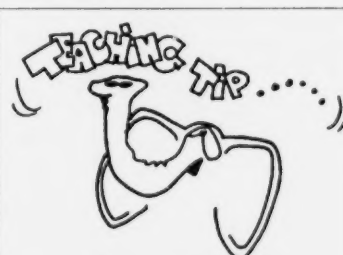
- Administrators and staff understand the **resource-based learning philosophy**.
- Support is provided for on-going school library development, including **budget** for resources, **professional staffing allocation**, and **adequate planning time**.
- **Scheduling** in the school library allows for **flexible use** by teachers and students.
- The curriculum allows **time** for resource-based teaching and learning.
- **Time** is available for staff in-service on the topic of resource-based learning.
- Teachers are free to take **risks** and learn from their mistakes.
- **Evaluation** of teachers includes their development of effective resource-based programs.
- **Principals encourage teachers** to be involved in resource-based teaching/learning.
- Teachers are free to **move into the community**, to be flexible, and to use the curriculum in creative ways.

- Personnel such as teacher-librarians, consultants and paraprofessionals **provide support** for resource-based classrooms.



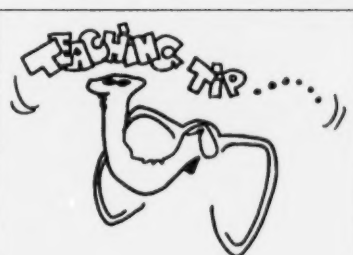
You must decide upon the extent to which resource-based learning will be emphasized in a particular unit of study. Consider these factors when deciding:

- class size, composition
- knowledge skills and abilities of students
- teaching and learning styles
- nature and content of the subject matter
- time available for planning and teaching the unit
- availability of resources
- availability of planning partner(s) (teacher, teacher-librarian, consultant)



Talk to your principal and with other teachers about how you and the staff can work together to develop a school which can support resource-based classroom programs. Your school may want to establish goals concerning resource-based learning.

List 3 key goals you would like to work toward.



Use the checklist provided to choose the items you feel are important in the development of a resource-based classroom. Use this list to plot your progress toward developing your own resource-based classroom.



Choose a topic for a unit of work that you wish to do or recently have done in your classroom. Choose a short unit initially. What is your topic?

You may want to develop the unit alone, with another teacher, or with a teacher-librarian.

Jot down a list of goals for the unit.

The Resource-Based Learning Classroom

Because resource-based learning is an emphasis, an attitude and a way of looking at teaching and learning, the classroom and its environment are key elements in facilitating resource-based learning.

In a resource-based classroom:

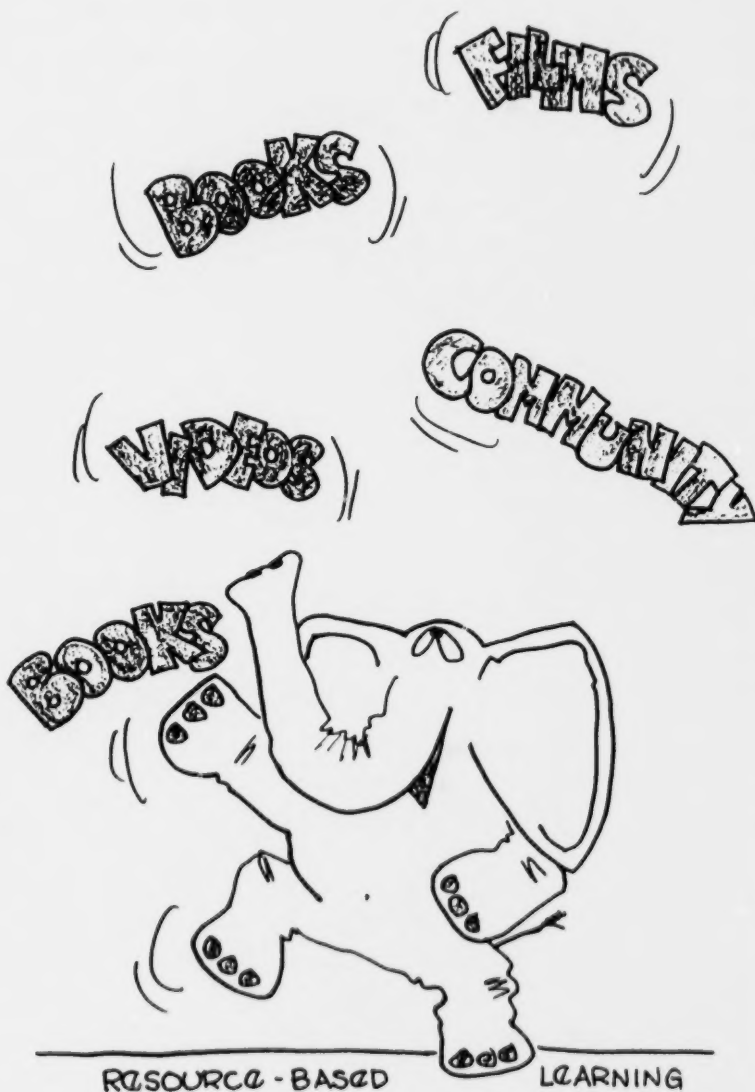
- ☐ Students are **actively involved with resources** in all formats.
- ☐ Teachers consciously **integrate** the teaching of information-processing skills with content.
- ☐ **Cross-discipline** and **cross-grade** planning are evident.
- ☐ Students are **excited and enthusiastic** about learning.
- ☐ Students **work alone**, in **small groups**, and as a **whole class**.
- ☐ **Resources** are the **core** around which teaching and learning are based.
- ☐ Students are comfortable with a **variety of reporting styles**.
- ☐ Teachers use a **variety of instructional strategies**.
- ☐ Reading, writing, speaking and listening are **consistently integrated** in units of study.
- ☐ The needs of **exceptional students** are met through the use of a variety of resources and strategies.
- ☐ **Reflective teaching** directs the use of resources and strategies.
- ☐ Teachers feel free to **experiment** and to **be creative**.
- ☐ **Teaching for success** becomes the norm.
- ☐ Students learn to **value resources** as a way of solving problems.

- ❑ Teachers model the resource-based philosophy through their selection of resources and their use of resources in teaching.
- ❑ Teachers model, for students, the wide range of processes that are necessary for the effective use of resources.
- ❑ Teachers use the curriculum flexibly and creatively.



List all of the sources of information that you might use in planning and teaching your unit. Try to include print, nonprint and human resources. Try to include a list of non-classroom locations that you might use as sites for learning.

After completing the list of sources, develop a few activities for the unit. Think about activities that use a variety of resources. Be brief. Concentrate on diversity.



Resource-Based Learning in Action

The teacher-librarian can provide the support teachers need to carry out effective resource-based learning programs. The teacher-librarian, who is a teacher with expertise in resources and in information-processing skills, acts as a catalyst to encourage resource-based learning. When the expertise of the teacher-librarian is combined with the teacher's expertise (knowledge of students, instructional approaches, subject content, the curriculum and evaluation) the planning and development of resource-based units can be a dynamic and exciting collaborative process.



When support from a teacher-librarian is not available the teaching staff in the school will need to:

- Locate, select and evaluate **appropriate resources**.
- **Match** available resources to the learning styles and needs of the students.
- **Adapt** resources for the specific needs of particular classrooms.
- **Teach** the appropriate **information-handling skills**, reinforce those skills and provide opportunities for the transfer of skills to other subject areas.
- **Develop** **assessment strategies** which evaluate the achievement of both content and process.

If there is no teacher-librarian in your school, resource-based teaching and learning can be fostered by:

- **Subscribing to periodicals** which give up-to-date information about resources appropriate for school collections.
- **Building up a collection of resources that is varied in format** (print and nonprint).
- **Planning cooperatively** with other teachers and sharing mutual expertise, experience and ideas.
- **Planning cooperatively** across grades and subjects.
- **Working as a staff to develop a list of information-processing skills** that can be integrated in all grades and in all content areas.
- **Making creative use of all the resources in the community.**
- **Making contact with the public libraries, bookstores, community organizations and agencies** in order to locate resources which can supplement the school collection.



The Role of the Teacher-Librarian

The teacher-librarian can support the teacher by:

- **Providing expertise** in the choice of resources for a unit.
- **Suggesting alternative teaching strategies.**
- **Developing a collection of resources** to enrich a unit of study.
- **Providing print and nonprint resources from outside the school** to support a unit.
- **Instructing students in the information-processing skills** selected for a unit of study.
- **Making teachers aware of the scope and variety** of the school library collection.
- **Providing in-service** that will help teachers develop a resource-based learning classroom.
- **Cooperatively planning and teaching** a unit of study with the classroom teacher.
- **Providing enrichment opportunities** for individuals or groups, helping teachers to modify and adapt the curriculum to meet individual needs.
- **Cooperating with the teacher in tracking and assessing** student work.
- **Providing bibliographies** on specific topics for teachers or students.
- **Reserving blocks of resources** for short-term classroom use.



LET'S TALK

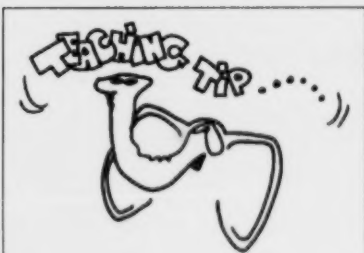


Coffee in the staff room: A mini-conference

Marcel LaPlante is in a quandary. He wants his Grade five students to present oral reports on real-life heroes of their choice, but fears he'll get everything from Wonder Woman to Big Foot. How can he spark interest in the assignment, provide a basic definition of "Heroism," and get each student to select a suitable topic when he is restricted by a short time frame?

As Marcel ponders this question over coffee in the staff room, he is joined by Sara Williams, the school's teacher-librarian. "Why the puzzled look, Marcel?" As he quickly explains his dilemma, Marcel is struck by an idea. "Sara, would you mind pulling books on heroes that my students could sign out the next time they're in the library." "No problem," Sara responds, "but I have a suggestion. Why don't I include the biographies in a 20-minute booktalk? I could begin by having the students share their own thoughts about what a hero is. We might even develop a word bank of adjectives that could be used to describe heroes. Then, I could indicate why the central figure in each of the books is heroic."

"And I could follow up with my expectations for the assignment," Marcel adds enthusiastically. "Let's set up a time for the session!"



A brochure that outlines the steps in the cooperative planning process will be found in a pocket inside the back cover of this booklet. It will be a useful reference when you are planning with other teachers or with a teacher-librarian.

Creating Connections for Resource-Based Learning

Informal cooperation between teachers or between teacher and teacher-librarian can grow into purposeful planning for units that are truly resource-based. When teachers cooperatively plan with each other or with a teacher-librarian they:

- Schedule adequate **planning time**.
- Decide on **an appropriate form** which will guide their planning.
- Discuss **topic and ability levels**.
- Discuss and decide on the best methods of **integrating the skills objectives with the content objectives**.
- Select the **appropriate resources** for the unit.
- Decide on the **teaching strategies and learning activities** that will best help the students to meet the objectives.
- Decide on who will take **responsibility** for the planning, preparation and teaching of the various parts of the unit.
- Teach the unit **cooperatively** in the classroom, the school library, or other suitable locations.
- Guide, monitor and evaluate **student progress**.
- Cooperatively **evaluate student work** and the success of the unit.
- **File the planning forms** so they can be revised and adapted in the future (see sample forms, Appendix A).

A cooperatively planned unit: Making connections

It might happen like this

Cheryl Bailey, a Grade seven teacher, wants each of the students in her class to write a research report on drugs. While the final product is important, Cheryl wants to emphasize skills and processes that can be applied to any research project.

Cheryl asks the school's teacher-librarian, Sara Williams, to help her plan and teach the unit. Sara suggests that they get together in a day or two to discuss details. "That will give me time to gather available resources. Then we can determine when, where and by whom specific skills will be taught."

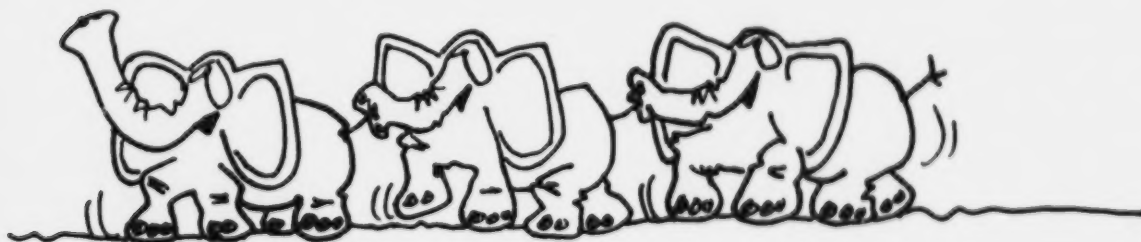
Cheryl and Sara meet the next day at lunch hour to look at the resources and to compile a list of drugs for which there are two or more books, pamphlets or magazine articles. Students will select their topic from this list. "That way," Sara points out, "We can limit students to using one encyclopedia and can steer them toward a variety of materials."

The resources help Cheryl identify headings under which information can be

gathered. She sets up a research organizer using these headings and asks Sara to teach the students how to record facts in jot note form. "I'd also like you to show the students how to include the resources they use in a bibliography. Then we can turn them loose to gather their information. When they've finished, I'll follow up with lessons on reorganizing and expanding jot notes into paragraphs."

"How will the students be evaluated?" Sara queries. "I think both the process and the product should be considered." "I agree," Cheryl replies. "Why don't you evaluate those aspects of the unit that you're responsible for teaching. I'll do the same. Then we can grade the final project and calculate a total mark."

When the unit is finished, Cheryl and Sara meet again to identify its strengths and weaknesses. "I'm pleased with the way things worked," Cheryl beams. "So am I," Sara replies, "but if we do this unit again, we should include lessons on using indexes and tables of contents to ensure efficient use of the resources." Cheryl agrees, makes a notation on the unit plan, and files the plan for future use.



CREATING CONNECTIONS WITH RESOURCE-BASED LEARNING

Cooperative Planning Sheet

Teacher/Grade Level: Cheryl Bailey, Grade 7 Class size: 25
 Content area: Health Unit of study: Drugs
 Estimated time: 4 weeks When: November

Skills or process to be developed:

Classroom teacher's responsibility:		Teacher-Librarian's responsibility:	
1. Planning for/and teaching: - skimming and scanning skills - identification of key words - developing a research organizer. How to use tables of contents. How to build paragraphs from jot notes. 2. Helping students to locate information and use resources. 3. Evaluating process and product.		1. Locating resources. 2. Planning for and teaching: - skimming, scanning skills - identification of key words - how to make jot notes - how to use indexes - how to make a bibliography. 3. Helping students to locate and use information from a variety of resources including computer data-bases.	
Abilities, interests, and special needs of students	Media research and/or study skills	Evaluation of Student learning	
Resources chosen to accommodate a hearing-impaired student, two students who read well below grade level, and a strong aural learner with perceptual difficulties. Enrichment activities will be planned for a small group. Assignments will be individualized to reflect these special needs.	1. Skimming/scanning. 2. Key words. 3. How to develop and use a research organizer. 4. How to use tables of contents. 5. Making jot notes. 6. How to make a bibliography. 7. Building paragraphs from jot notes.	1. Jot notes as they appear on the research organizer. 2. Reorganization of jot notes to use in building paragraphs. 3. Paragraph writing. 4. Bibliography. 5. Content and format of final product.	

Taken from Loertscher, David V. (1988). *Taxonomies of the school library media program*. Englewood, CO: Libraries Unlimited. (Used with permission).

Additional examples of planning forms can be found in Appendix A.

Skills Development

Resource-based learning provides a structure that encourages students to develop information-processing skills such as those listed in the chart that appears on the next page. Through their interaction with resources students learn to find, analyze, manipulate, synthesize, share and evaluate information.

Students who are actively involved in learning through resources must have the skills to interact effectively with all types of information. In our information-rich society, students are required to deal with an increasing amount of information.

If information is to become personal knowledge, students have to learn to make connections and to see relationships between what they read, see, hear and know. Learning a comprehensive research process that can be applied in any subject area and in real-life situations is essential.

As teachers work with students and resources, it is important to consider the skills that are involved in making sense of the information contained in the resources. Students need

- project-planning skills,
- information-retrieval skills,
- information-processing skills,
- information-sharing and evaluation skills.

In addition to information-handling skills, students also need a set of strategies for locating, acquiring, and selecting the appropriate resources. It is important that students be introduced to these locational skills, but the primary need is for the development of those skills which allow students to make the most effective use of information after it has been located.



Identify the skills that students need in order to work through the activities and assignments in your unit. To complete an activity that requires research skills a student must:

- define the topic
- choose what resources to use
- decide on the best strategies for using the resources
- record the relevant information
- think about the information
- analyze and synthesize the results
- decide whether the information is sufficient
- present the information in a variety of forms
- evaluate the success of the presentation.

Consider these questions:

Do my students have the skills to complete the assignment successfully?

Do some skills need reinforcement?

Are there new skills which need to be introduced?

Do I include an evaluation of the skills as well as the content?

OVERVIEW OF INFORMATION PROCESSING

Stages	Skills
Planning	• Establish topic • Identify information sources • Identify audience and presentation format • Establish evaluation criteria • Review process
Information Retrieval	• Locate resources • Collect resources • Review process
Information Processing	• Choose relevant information • Evaluate information • Organize and record information • Make connections and inferences • Create product • Revise and edit • Review process
Information Sharing	• Present findings • Demonstrate appropriate audience behaviour • Review process
Evaluation	• Evaluate product • Evaluate research procedures and skills • Review process

Adapted with permission from *Focus on research: A guide to developing students' research skills*. (1990).
Edmonton, AB: Alberta Education, Curriculum Support Branch.

Taking Another Step: A School-Based Continuum of Information-Processing Skills

Sometimes it is difficult for teachers to recognize whether the student has the ability to perform a particular skill, whether any new skills are required to complete the assignment or the project, and what sequence of teaching is appropriate.

A school-based continuum of research and study skills is an effective way of ensuring that students will have opportunities to develop the necessary skills in a sequential, developmental way. Such a continuum, if agreed to by all staff members, and adopted as school policy, will mean that there is a common understanding of what skills a student should have on entering any grade, and on leaving any grade. It will also mean that there is an understanding of the level of skill mastery that is appropriate for a particular grade level.



You may want to work with other staff members to develop a continuum of information-processing skills for your school. This could be done at various grade levels or in subject area groupings. Many lists of skills are available. Begin by examining a selection of these. Develop a list that meets the needs of your situation. Present the list to the principal and staff for adoption. Appendix B gives a list of skills that can be used as a basis for discussion and implementation.





Develop strategies to evaluate both the students and the unit you developed. For the students, you will want to assess both their factual knowledge and their processing.

Consider strategies such as:

- tests
- checklists
- time and event observation samples
- anecdotal records
- conferencing
- self-evaluation techniques.

Evaluate the unit by asking yourself questions such as:

- Were my objectives for the unit achieved?
- Were the activities relevant to the objectives?
- Did I provide enough direct instruction in both content and skills so that students could complete their assignments?
- Were the resources used the most appropriate?
- Were there enough resources?
- What do we need to order for next time?

Evaluating Resource-Based Units

The Student

Evaluating students' mastery of a resource-based unit of study can take many forms. Just as a rich diversity of resources should be used, so also can a range of evaluative processes. The key to this is providing many ways for students to demonstrate what they have learned.

Ask yourself, "What have my students learned?" In any evaluation both content and skills should be assessed. Immersing students in a resource-rich environment can have surprising results. Students may gain skills and knowledge beyond those anticipated in the preparing of objectives for the unit.

The Unit

During and following the unit, assess how the resource-based approach is working. How does it differ from other approaches? Are the students interested? enthusiastic? focused? What could be changed before presenting this unit again? Are there other units that could be successfully taught using a resource-based approach? Did the resources meet the needs, interests and abilities of the students?

REMEMBER



ELEPHANTS NEVER FORGET. ...
DON'T FORGET THAT STUDENTS ARE
AT THE CENTRE OF LEARNING.



ELEPHANTS ARE SYMBOLS OF GOOD LUCK.
KEEP THE RESOURCE-BASED PHILOSOPHY
AS YOUR GOOD LUCK CHARM.



ELEPHANTS ARE WRINKLED, NOT PERFECTLY
SMOOTH. RESOURCE-BASED LEARNING DOESN'T
ALWAYS WORK SMOOTHLY. FEEL FREE
TO MAKE MISTAKES AND LEARN FROM THEM.



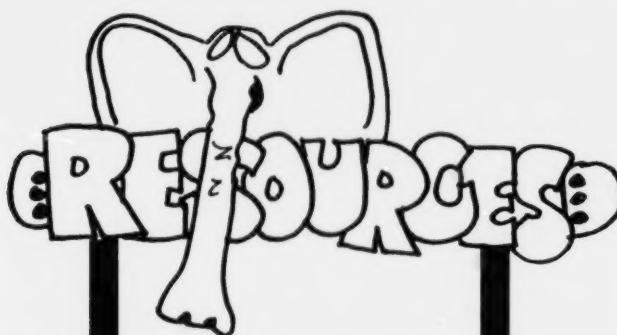
ELEPHANTS TRUMPET LOUDLY.
DON'T BE AFRAID TO CELEBRATE
AND SHARE YOUR SUCCESSSES.



ELEPHANTS ARE BIG.
THEY CANNOT BE IGNORED.
THEY SAY "LOOK AT ME, I'M IMPORTANT."
SO IS RESOURCE-BASED LEARNING.



KIPLING TELLS US THAT "THE ELEPHANT'S CHILD
WAS FULL OF 'SATIABLE CURIOSITY' AND
THAT MEANT THAT HE ASKED EVER SO MANY
QUESTIONS. * RESOURCE-BASED LEARNING
HELPS STUDENTS TO DEVELOP THEIR INQUIRING
MINDS.



RESOURCES

Up-to-date overview of resource-based learning initiatives.

Barron, D. (Ed.). (1992). The school library for the nineties [Special section]. *Phi Delta Kappan*, 73 (7), 521-538.

Teachers and students model the resource-based learning classroom.

Education as inquiry. [Video]. (1991). (Visions of Literacy Series). Indianapolis, IN: University of Indiana. Available from Media House.

Easy-to-follow discussion of information skills development.

Eisenberg, M.B., & Berkowitz, R.E. (1990). *Information problem solving: The big six skills© approach to library and information skills instruction*. Norwood, NJ: Ablex.

An outstanding Canadian novel.

Ellis, S. (1986). *The baby project*. Toronto, ON: Douglas and McIntyre.

In-depth presentations of information skills.

Focus on research: A guide to developing students' research skills. (1990). Edmonton, AB: Alberta Education, Curriculum Support Branch.

An outline of the steps to follow in the development of a skills continuum.

Haycock, C.A. (1985). Information skills in the curriculum: Developing a school-based continuum. *Emergency Librarian*, 13 (1), 11-17.

An overview of the school library-curriculum connection.

Haycock, K. (Ed.). (1990). *The elementary school library in the curriculum*. Englewood, CO: Libraries Unlimited.

Useful information on the selection and organization of resources.

Learning resource centres in Saskatchewan: A guide for development. (1988). Regina, SK: Saskatchewan Education.

Identifies the role of teacher, teacher-librarian, principal and student in a resource-based learning school.

Loertscher, D.V. (1988). **Taxonomies of the school library media program.** Englewood, CO: Libraries Unlimited.

Visual presentation of the school library-curriculum connection.

Media and minds: The learning resource centre connection. [Video]. (1990). Regina, SK: Media House.

The term resource-based learning had its beginning in this document.

Partners in action: The library resource centre in the school curriculum. (1982). Toronto, ON: Ontario Ministry of Education.

Workshops, conferences, and publications to help teachers put resource-based learning into practice.

Saskatchewan School Library Association. A special Council of the Saskatchewan Teacher's Federation.

A comprehensive listing with annotations of the selection aids appropriate to the development of school library and classroom collections.

Selection aids for Saskatchewan schools. (1990). Regina, SK: Saskatchewan Education.

Newsletters, kits, materials for celebrating Canadian Children's Book Week, and up-to-date information on the best in Canadian publishing for children and young adults.

The Canadian Children's Book Centre. 35 Spadina Road, Toronto, ON, M5R 2S9.

Appendix A — Sample Planning Guides

Steps in Unit Planning: A Teamwork Approach

Subject: _____

Unit: _____

Grade: _____

1. Goals:
2. Aims:
3. Objectives:
 - a) Attitudes:
 - b) Concepts:
 - c) Skills:
4. Unit development:
 - a) Persons involved:
 - b) Time allotment:
 - c) Unit content:
 - d) Resources:
 - e) Teaching strategies:
 - f) Learning activities:
5. Evaluation techniques:
 - a) of the student:
 - b) of the process:
 - c) of the teacher and library media specialist (self-evaluation):

Planning Guide

Teacher: _____

Date: _____

Grade: _____

Number of students: _____

1. Topic:
2. Desired learning outcomes:
3. Resources required:

Location: _____

Date(s): _____
4. New library/learning skills required by students:

When to be taught? _____

By whom? _____
5. Method of introducing unit:

Location: _____
6. Learning activities for students:

Location of activities: _____
7. Criteria for evaluation:
 - a) of the students:
 - b) of the process:
8. Special needs or requests:

Taken from Loertscher, D.V. (1988). *Taxonomies of the school library media program*. Englewood, CO: Libraries Unlimited. (Used with permission).

Cooperative Planning Sheet

Teacher/Grade Level: _____ Class size: _____

Content area: _____ Unit of study: _____

Estimated time: _____ When: _____

Skills or process to be developed:

Classroom teacher's responsibility:

Teacher-librarian's responsibility:

Abilities, interests, and
special needs of students

Media research and/or
study skills

Evaluation of
student learning

Taken from Loertscher, D.V. (1988). *Taxonomies of the school library media program*. Englewood, CO: Libraries Unlimited. (Used with permission).

Appendix B — Information-Processing Skills: A Suggested List

The Research Process

Student Information Skills Required

Finding Information

- choose a topic
- narrow a topic
- identify resources
- locate individual resources

- choose subject headings
- use card catalogue, computer catalogue
- check out and renew materials
- have working knowledge of library organization
- locate materials using call number
- be familiar with different kinds of media
- use table of contents, index, subject headings, glossary, illustrations, charts, etc.
- use bibliographies for additional sources
- locate and use various types of hardware
- locate and use periodical indexes, vertical file, film catalogs, TV and radio schedules, newspapers, computer programs, models, maps and other information sources
- locate and use almanacs, directories and specialized reference books
- approach people with specialist knowledge or experience
- identify primary, secondary tertiary resources

Processing Information

- frame clear, appropriate questions
- select which resources are most important

Processing Information continued

obtain information through a variety of sources

select strategies for extracting pertinent information (e.g., reading, viewing, listening, interviewing)

determine whether information is useful

record and store information

skim and scan

use key words

identify the main idea

know how to work independently and in small groups

reason logically and clearly

distinguish between relevant and irrelevant content

make generalizations from particulars

develop concepts

understand cause and effect

compare sources, check facts

identify bias and prejudice

seek out alternate points of view

distinguish between fact, fiction and opinion

understand use of imagery and symbolism

understand importance of colour and sound to mood and content

organize information through notetaking, paraphrasing, outlining, charting, etc.

synthesize information, extracting meaning through interpretation and analysis

apply learning to knowledge student already has

draw conclusions

write multi-paragraph compositions

use correct documentation

appreciate and enjoy what is learned

Sharing Information

- choose appropriate format for presentation
- determine audience
- determine structure and style of presentation
- evaluate effectiveness of presentation

understand value of specific modes of presentation:

- charts
- diagrams
- picture
- graph
- model
- seminar
- interview
- essay
- dramatization
- simulation
- research paper
- debate
- oral presentation
- audio-visual presentation

apply skills of analysis and criticism to evaluation of own work

appreciate the value and enjoy the process of sharing information

Taken from *Learning resource centres in Saskatchewan: A guide for development*. (1988). Regina, SK.: Saskatchewan Education. (Used with permission).



OTHER TITLES IN THE SERIES

THIS A YES:
Concept Attainment

Ça, c'est un OUI!
L'acquisition des concepts

WHAT WOULD YOU DO?
Inquiry in the Classroom

GLAD YOU ASKED THAT!
Questioning in the Classroom

PLANNING ADVENTURES:
Synectics

OPENING THE DOOR
TO COOPERATIVE LEARNING

THINK ABOUT IT:
Critical and Creative Thinking
in the Classroom

SOMETHING FOR EVERYONE:
Ideas for Individualizing
in the Classroom

CAN WE TALK?
Effective Lecturing In the Classroom

PICTURE THIS:
Peer Partner Learning

REFLECTIVE TEACHING

FOCUSED IMAGING